George Mason University
College of Education and Human Development
Secondary Education Program

SEED 667 001:
Advanced Methods of Teaching Social Sciences in the Secondary School
3 Credits
Spring 2024
Monday 4:30 – 7:10 p.m.
Class Location: Horizon Hall 4000
Fairfax Campus

Instructor: Dr. Lynda Herrera
Office Hours: By appointment in person or via Zoom https://gmu.zoom.us/j/2601356921
Office Location: Thompson Hall 1801 inside SEED Program office; Fairfax campus
Email: lherrer8@gmu.edu
Mobile Phone: 917-703-1404 (for voice calls only between the hours of 9am-5pm; no texts please)

Course Description

SEED 667: *Advanced Methods of Teaching Social Sciences in the Secondary School*. 3 credits.
Emphasizes interdisciplinary curriculum and instruction and implementing national state standards, authentic assessment, and adaptations for diverse populations. Notes: School-based clinical experience required. Offered by School of Education. May not be repeated for credit.
Recommended Prerequisite: SEED 522 and SEED 540 **Recommended Corequisite:** EDRD 619 **Registration Restrictions: Required Prerequisites:** (SEED 567[B] or 567[XS]). [B] Requires minimum grade of B. [XS] Requires minimum grade of XS.

Course Overview

This course provides pre-service teachers with a comprehensive overview of effective approaches to planning, implementing, managing, and assessing successful social studies learning experiences for students. Emphasis will be placed on exploring the relationship between educational theory and the development of practical teaching techniques for everyday use in the secondary social studies classroom.

Course Delivery Method

All SEED classes have designated delivery modes and specific modes for each class session (e.g., face-to-face, virtual synchronous, virtual asynchronous). The majority of SEED classes are held in a face-to-face mode. **Students are expected to attend every class session in the mode it is offered.** If you must miss a class session for illness or another valid reason, you are expected to proactively communicate (ahead of the class session) with your instructor about your expected absence. **This course has a face-to-face delivery method.** Material will be presented, and course objectives met in a variety of ways, including through class discussions, small and large group activities, individual and group work sessions, lecture, student presentations, and clinical experience in a face-to-face format. Visual aids and various uses of technology will be used to complement an interactive approach to learning. A few synchronous and asynchronous teaching methods will be employed during the semester. **As the teacher of this class, I am available for discussion and support during office hours, via phone and by e-mail. Let's keep in touch!!!** Under no circumstances, may candidates/students participate in synchronous and asynchronous class sessions (either by phone or Internet) while operating motor vehicles.

Learner Outcomes/Objectives

This course is designed to enable students to do the following:

Upon successful completion of this course students will be expected to: meet these course objectives:	Methods by which your acquisition of each objective are measured:
Understand that effective social studies teaching requires knowing your subject matter and understanding how to connect your content to students; knowing different teaching and assessment approaches; knowing the school culture and understanding how to make space for yourself in that culture; knowing students, engaging students in critical and higher-order thinking, teaching students "life-long learner" skills, and presenting students with multiple perspectives (ethical leadership, collaboration, content – NCSS – I, II, III, VI, VII, VIII, IX, X)	• Active Participation in class activities and discussions • Professional Development of a Social Studies Educator • Graphic Novel Literature Circle and Creation • Social Studies UNIT Plan with Microteaching & Reflection • Clinical Experience hours with classroom roundtable discussion with artifact • Dispositions Assessment (VIA) • Textbook and article readings • VTS Bell Ringer
Understand that learning to teach is a complex process involving continuous reflection	• Active Participation in class activities and discussions • Social Studies UNIT Plan with Microteaching & Reflection • Clinical Experience hours with classroom roundtable discussion with artifact • Dispositions Assessment (VIA) • Textbook and article readings • VTS Bell Ringer
Understand content related to standards and accountability, engaging teaching approaches, assessment in the social studies, epistemology of and approaches to teaching history, and the theories behind culturally responsive classrooms (innovation, NCSS I, II, IX)	• Active Participation in class activities and discussions • Professional Development of a Social Studies Educator • Graphic Novel Literature Circle and Creation • Social Studies UNIT Plan with Microteaching & Reflection

	• Clinical Experience hours with classroom roundtable discussion with artifact
Engage in critical, reflective discussions of theory & research (research-based practice)	• Active Participation in class activities and discussions • Professional Development of a Social Studies Educator • Textbook and article readings
Develop lesson and unit plans, develop assessment tools, reflect on teaching practice and focus on practical investigation and modeling of student-centered and activity-based methods designed to meet the individual needs of a diverse student population (ethical leadership, research-based practice, innovation, collaboration, NCSS I, IV)	• Active Participation in class activities and discussions • Professional Development of a Social Studies Educator • Social Studies UNIT Plan with Microteaching & Reflection • Clinical Experience hours with classroom roundtable discussion with artifact • VTS Bell Ringer

Professional Standards

Upon completion of this course, students will have met the following professional standards:

1) Demonstrate an understanding and application of subject area standards aligned with the National Content Standards and identified by their Specialized Professional Association (SPA): National Council for the Social Studies: http://www.ncss.org

2) Identify and be able to apply the teaching and learning standards as outlined by the Interstate New Teacher Assistance and Support Consortium (INTASC): https://www.ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Required Texts and Materials

- **Graphic Novel:** Takei, George, Justin Eisinger, Steve Scott, and Harmony Becker. (2020) They Called Us Enemy. San Diego: Top Shelf Productions (available at GMU bookstore)
- **Textbook:** Singer, Alan (2014) Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach By Alan J. Singer, (4th Edition) New York: Routledge. (available at GMU bookstore)
- **Online resource:** National council for the Social Studies (NCSS). (2018). College, Career, and Civic Life (C3) Framework for Social Studies State Standards. Retrieved from National Council for the Social Studies: https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf (free)
- **Membership:** Join National Council for the Social Studies; **student membership**, www.socialstudies.org, fee
- **Course articles**: Posted on Blackboard in Course Content folder
- **Technology**: PDF app (recommend free app: Adobe Scan)

Course Performance Evaluation

- Students are expected to submit all assignments in the appropriate Blackboard assignment, VIA online submission system, or hardcopy **by 4:30PM** on the date indicated, unless otherwise indicated.
- ***Late work will not be accepted without a prior request.***
- All submitted work must be typed unless otherwise indicated.
- See class protocol for additional information.

Assignment	Points	Due Date
Active Participation/ Protocol Adherence	100	Ongoing
Professional Development of a Social Studies Educator	50	Upload to Blackboard Due: January 29
Graphic Novel Literature Circle, Creation, and Museum Walk	200	Literature Circle Reading in class due: February 12 Museum walk in class: February 19 Flip grid completed: February 19 Elements of the Story graphic organizer and Graphic novel (PDF) upload to Blackboard: February 19
VTS Bell Ringer	50	Presentation and visual/procedure list upload to Blackboard and hardcopy in class due: March 11
Social studies UNIT Plan with Microteaching	400	Unit Section 1 draft upload to Blackboard and hardcopy in class due: February 12 Lesson plan 1 draft upload to Blackboard and hardcopy in class due: February 26 Lesson plan 2 draft upload to Blackboard and hardcopy in class due: March 12 Lesson plan 3 draft upload to Blackboard and hardcopy in class due: March 18 Lesson plan 4 draft upload to Blackboard and hardcopy in class due: March 18 Lesson plan 5 draft upload to Blackboard due: March 25 Microteaching in class due on: April 8, April 15, April 22 Unit Plan due and uploaded to Blackboard in full: April 22
Reflection on Unit Plan and Microteaching	50	Upload to Blackboard due: April 29
Clinical Experience hours (30) with classroom roundtable discussion of placement and 2 artifacts	150	2 Artifacts and Class Discussion due in class: April 29 Clinical Experience Hours Activities Log upload to Blackboard due: April 29
Dispositions Assessment (VIA)	C/IN	Due in VIA: March 11
TOTAL	**1000**	

The 1000 points are converted to the 100-point grading scale below.

Graduate Grading Scale				
Grade	**Standards**	Grading	**Graduate Courses**	
A	Meets Standard	95 – 100	Satisfactory / Passing	"A" level score = Student work is well-organized, exceptionally thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers' efforts.
A-	Meets Standard	90 – 94	Satisfactory / Passing	
B+	Approaches Standard	87 – 89	Satisfactory / Passing	"B" level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified. Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.
B	Approaches Standard	83 – 86	Satisfactory / Passing	
B-	**Does Not Meet Standard**	80 – 82	*B- is not a passing course grade for licensure*	
C	**Does Not Meet Standard**	70 – 79	*C is not a passing course grade for licensure*	"C" level score = Student provides cursory responses to assignment requirements. Student did not follow all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
F	**Does Not Meet Standard**	Below 70	*F is not a passing course grade for licensure*	"F" level score = Student work is so brief that any reasonably accurate assessment is impossible.
Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member.				

ASSIGNMENTS: CRITERIA FOR MEETING COURSE REQUIREMENTS

Assignment 1: Active Participation/ Protocol Adherence

DUE: Ongoing
POINTS: 100
PURPOSE: Continuous attendance, active participation in class activities and discussions, and adherence to protocol procedures are the attributes that allow our class sessions to be collaborative, maintain high standards, and encourage learning to take place.   This course is designed to provide ongoing opportunities to learn through conversation. These conversations provide spaces for you to think out loud, to explore your conceptual understandings, to share uncertainties and successes, to ask questions, and to learn from each other. Like written assignments, class participation is both a central means of learning and an assessment tool.

PROCEDURE: Attendance is a prerequisite for class participation, **absences will have a negative impact** on your participation grade. Attend each class session and actively participate in class discussions and activities without extraneous distractions (i.e., texting, reading email, etc....) This applies to in person and online classes. Active participation and protocol adherence is determined by the rubric below.

- In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), "Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation." See https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6.
- If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. Unless there are extenuating circumstances that have been shared with the instructor, more than two missed classes will result in a failing grade, and you must retake the course if you wish to earn credit.
- Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service are exemptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. See https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6-1
- In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor.

Rubric for Participation

	Acceptable	**Unacceptable**
ACTIVE PARTIC. /75	-participates *actively* in each class discussions and activities (asks questions, engages in topics conversation, partakes in hands-on activities, etc...). -participation is respectful and inclusive of others in the class. -spends time only on the tasks associated with this course and the instructor's directions. -comes to class with knowledge of prepared readings and pre-class assignments - clear evidence of competition of course tasks -online classes: Student maintains video "on" status -follows GMU's policies on attendance and code of conduct as indicated in the University Catalog	-does not participate *actively* in each class discussions and activities -participation is not respectful and inclusive of others in the class. -does not spend time only on the tasks associated with this course and the instructor's directions. -did not come to class with knowledge of prepared readings and pre-class assignments - no evidence of competition of course tasks -online classes: Student maintains video "off" status -does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog -absent from ____ class session -tardy to ____ class sessions -departed ____ class sessions early
PROTOCOL POLICY /25	-attention is focused on activities and discussion while in class: does not engage in personal emails, instant messaging, texting, social media, games, and web surfing, etc... -electronic devices are off or in sleep mode unless using the device for notetaking -demonstrates ethical and responsible behavior in class and on the GMU network. -emergency telephone calls are taken outside of the classroom. -professional conduct in class by participating appropriately in conversation by using appropriate terms, being inclusive and respectful to the instructor and fellow classmates. -uses professional and ethical judgment when posting messages on social media networks. (**NOTE**: DO NOT post pictures of children or classmates on <u>any</u> social media platform.) -follows GMU's policies on attendance and code of conduct as indicated in the University Catalog	-attention is NOT focused on activities and discussion while in class by activities such as: engages in personal emails, instant messaging, texting, social media, games, and web surfing. -does not demonstrate ethical and responsible behavior in class and on the GMU network. -does use mobile telephone to call or text -does not use professional and ethical judgment when posting messages on social media networks. -is not professional conduct in class by participating appropriately in conversation by using appropriate terms, being inclusive and respectful to the instructor and fellow classmates. -does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog

Assignment 2:
Professional Development of a Social Studies Educator

DUE: February 29
POINTS: 50

PURPOSE:
Teaching excellence is promoted by professional organizations and knowledge of content curriculum. Membership in the National Council for the Social Studies (NCSS) will expose you to resources specific to Social Studies such as current research, lesson plans, unit plans, professional events, and primary sources as well as continued engagement in Social Studies beyond your time at Mason. **You will use this membership when writing your lesson plans for this course.** In addition, it is imperative that you can access, know, and assess NCSS C3 Framework, VDOE Standards of Learning (SOL), and VDOE Curriculum Framework.

PROCEDURE:
1. Read the article: "State Academic Standards: What You Need to Know" (located on Blackboard)
2. Complete the WebQuest: You will complete all questions on the Social Studies WebQuest for the NCSS C3 Framework and VDOE Standards of Learning and Curriculum Framework. You will individually complete this WebQuest. The WebQuest document is located on Blackboard. Access to a computer vs. a smartphone/tablet is recommended.
3. Join NCSS (www.socialstudies.org) as a STUDENT MEMBER.
    a. Subscribe to the journal that most aligns with your interests: Social Education, Middle Level Learning, Social Studies and the Young Learner, Theory and Research in Social Education.
    b. Join Virginia Council for the Social Studies (VCSS (google.com))(an affiliate of NCSS). This is a free membership. You will be prompted to join a state council via the membership process.
    c. *A confirmation email or membership card must be presented by the due date to receive credit for this assignment.*
4. The assignment grade is determined by the rubric below:

Rubric Professional Development of a Social Studies Educator

	Excellent	**Emerging**	**Unacceptable**
WebQuest /25	-student reads article: "State Academic Standards: What You Need to Know", which is demonstrated in their reflection answers on their WebQuest -WebQuest is completed, in full, with accurate, complete answers, and where appropriate thoughtful and reflective answers -submits by due date - format and writing are of professional quality with no errors	-WebQuest is mostly completed with mostly accurate responses. -responses, where appropriate, are mostly thoughtful and reflective answers - format and writing are mostly of professional quality with few errors -WebQuest is submitted late without approved extension	-did not complete WebQuest -WebQuest has many incorrect/inaccurate answers -student did not read article: "State Academic Standards: What You Need to Know", which is demonstrated in their reflection answers failing to address the article -fails to address reflection questions with detail and thought -multiple questions not answered -format and writing do not demonstrate professional quality due to multiple errors
National Council of The Social Studies Membership /25	-becomes a student member of National Council of The Social Studies by the due date. -chooses journal of interest -produces a confirmation email or membership card by the due date.	-becomes a student member of National Council of The Social Studies with prior approved extension due date. -produces a confirmation email or membership card late without approved extension	-does not become a student member of National Council of The Social Studies. -membership is not completed by the due date. -does not choose a journal. -does not produce a confirmation email or membership card by the due date.

DUE:
- Literature Circle Reading: February 12
- Museum walk: February 19
- Flip grid completed: February 19
- Elements of the Story graphic organizer and Graphic novel (PDF) upload to Blackboard: February 19

POINTS: 200

PURPOSE: Graphic novels are an effective means to connect students with content. We will explore two methods to implement graphic novels into the content area: novel literature circles and graphic novel creation. These methods allow students to connect to the content by expressing their thoughts and opinions and concepts via writing and drawing.

PROCEDURE: Complete the following procedures for this assignment, which is graded using the rubric below:
1. **Read (located on Blackboard):** Sheffield, C. C., Chisholm, J. S., & Howell, P. B. (2015). More than Superheroes and Villains: Graphic Novels and Multimodal Literacy in Social Studies Education. In *Social Education* (Vol. 79, Issue 3, pp. 147–150). National Council for the Social Studies. Located on Blackboard
2. **Literature Circles:** You will be placed in a literature circle with other classmates. In your assigned discussion group read the graphic novel: *They Call Us Enemy* by George Takai before the due date. During class time you will meet in your graphic novel discussion group and discuss the following questions:
   - What is your historical knowledge involving this period (World War II)?
   - What is your historical knowledge involving this topic (Japanese Internment Camps)?
   - What are your overall thoughts regarding the novel?
   - In what ways do you predict secondary education students will relate to this novel?
   - How is the novel appropriate for middle school? High school?
   - What would you change about the graphic novel if you could?
   - What are your personal feelings toward the novel?
3. **Create a graphic novel.** Choose one (1) topic you would teach in social studies (the dust bowl, microeconomics, salt/gold trade in Mali, the philosophy of the American Founding Fathers, writing a check, the life of Eleanor Roosevelt, exploration, causes of WWI, the art of the Renaissance, etc....). This topic may be for any grade level but must connect to a current, VDOE SOL. Recommendation: use your unit topic. Not recommended: use of online drawing programs. *Not allowed: Storyboardthat online program*. Do the following:
   - Complete the Elements of the Story graphic organizer located on Blackboard. This organizer will assist you in creating your graphic novel. Upload final version to Blackboard for grade.
   - You will create a graphic novel that will teach a VDOE SOL topic by telling a compelling story using historically accurate information through a script, narration, and visuals. The format and writing should flow well, is easy to read, no grammatical errors, and look as neat as possible.
   - Page 1-3 will be the beginning of your graphic novel.
     - These pages should introduce your characters, setting, and topic. It should provide enough of the story for the reader to have a good idea about the focused topic.
     - Be sure to keep in mind your elements of the story from your Elements of the Story graphic organizer.
     - You may hand draw or use a digital program to create your graphic novel. You will print out a copy of your graphic novel no matter which method you choose.
   - Page 4: Describe, in narrative form, how your story continues and ends using no more than 200 words.
   - You will upload the graphic novel to Blackboard
4. **Flip Grid**. You will record yourself in a 10-minute Flip Grid. You will find a link to the class flip grid on Blackboard. You will share graphic novel in your Flip Grid by:
     - Reading through your graphic novel on the flip grid, page by page, word for word.
     - Sharing your responses to the following:
       — Describe your overall experience creating the graphic novel.
       — What did you learn as you created the novel, either historical information or the process of creating the graphic novel.?
       — How would you incorporate graphic novels into your classroom setting?
5. **Museum Walk:** You will bring a physical copy of your created graphic novel to class for a museum walk for your peers to view your graphic novel.

Rubric for Graphic Novels

	Excellent	Adequate	Unacceptable
Preparation and Group Participation for Literature circles /20	-student is prepared for group discussion and participates in discussion of article and novel using assignment questions, which is demonstrated in their conversation responses on assigned date -discussion responses are thoughtful, reflective while listening and reflecting on peers' comments in a thoughtful, respective manner	-student is mostly prepared for group discussion and participates in discussion of article and novel using most assignment questions, which is demonstrated in their limited conversation responses on assigned date	-did not read the graphic novel and/or article -was not prepared for the group meeting discussion -did not participate in the group discussion of the graphic novel -was not focused on the given questions. -student is not prepared for group discussion and/or participates in discussion of article and novel using assignment questions, which is demonstrated in their lack responses on assigned date -discussion responses are not thoughtful, respectful, or reflective while listening and reflecting on peers' comments
Graphic novel creation /70	-completes, with detail, the Elements of the Story graphic organizer -uploads the Elements of a Story graphic organizer by the due date -pages 1-3 of the graphic novel teaches a VDOE SOL topic by telling a compelling story using historically accurate information through a script, narration, and visuals. These pages introduce the graphic novel's characters, setting, and topic and provides enough of the story for the reader to have a good idea about the focused topic. -the graphic novel is hand draw to create your graphic novel. -page 4 of the graphic novel describes, in narrative form, how the story continues the same topic in less than 200 words -the graphic novel is uploaded to blackboard by due date	-mostly completes the Elements of the Story graphic organizer -pages 1-3 of the graphic novel mostly teaches a VDOE SOL topic by telling a somewhat compelling story using mostly historically accurate information through a script, narration, and visuals. These pages mostly introduce the graphic novel's characters, setting, and topic and provides enough of the story for the reader to have a general idea about the focused topic. -page 4 of the graphic novel mostly describes, in narrative form, how the story continues on the same topic in less than 200 words -the graphic novel or Elements of a story submitted late with approved extension	-pages 1-3 of the graphic novel does not teach a VDOE SOL topic -the story is not compelling -the story is not historically accurate -the story is missing a script, narration, and visuals. - characters, setting, and topic are not provided in pages 1-3 -the story or focused topic is unclear -the graphic novel is not complete -the graphic novel is not uploaded to blackboard -page 4 of the graphic novel does not describe how the story continues on the same topic in less than 200 words -there is no page 4 -the graphic novel or Elements of a story submitted late without approved extension -the graphic novel or Elements of a story is not submitted -used a digital program to create the graphic novel
Museum Walk /30	-student is prepared for museum walk with their graphic novel in physical form -student is respectful of peers' graphic novel in a thoughtful, respective manner	X	-student is not prepared for museum walk -student does not bring their graphic novel in physical form -student is not respectful of peers' graphic novel in a thoughtful, respective manner -student does not participate in museum walk
Graphic Novel Flip Grid /40	-Student records a 10-minute Flip sharing the written/visual representation of the graphic novel word for word in what is written in the novel -Student articulately explains /answers the assigned questions for the flip grid: -flip grid is recorded by due date	-Student records a Flip sharing the written/visual representation of the graphic novel in what is mostly written in the novel with a lot of adlibs -Student somewhat articulately explains /answers to most of the assigned questions for the flip grid -Student is late in providing their flip grid	-Student does not record a Flip sharing the written/visual representation of the graphic novel. -Student does not read the graphic novel at all and only adlibs -Student is not articulate in their explanation/answers. -Student does not answer any of the assigned questions in the flip grid
Quality /40	The format and writing should flow well, is easy to read, no grammatical errors, and look as neat as possible	The format and writing should mostly flow well, is mostly easy to read, has few grammatical errors, and looks mostly as neat as possible	The format and writing do not flow well, is not easy to read, has multiple grammatical errors, and does not look as neat with many sloppy areas

DUE: Presentation and visual/procedure list upload to Blackboard due: March 11
POINTS: 50
PURPOSE: Practice! Practice! Practice! It is important to practice our craft to improve. You will conduct a bell ringer to practice being in front of your peers and to visualize how a section of one of your lessons will play out in a classroom setting. This is an opening activity that connects students to the content either through a content connection **without** direct instruction
PROCEDURE:
You will conduct a bell-ringer on any topic from your unit plan with an interactive, historically accurate, student focused Visual Thinking Strategy (VTS) activity to our class.
- o   Your VTS will be no longer than 5 minutes.
- o   You will bring your visual in hardcopy form to class for the presentation.
- o   The procedures will follow VTS procedures we will review during our class instruction. Your procedure list will be numbered and have the exact questions you will ask during the VTS. You will use this procedure list during your presentation in hardcopy form.
- o   You will submit the visual used for the VTS and procedures you will follow to Blackboard.
- o   Peers will provide written glow/grow comments on index cards for feedback.
Assignment grade is determined by the rubric below.

Rubric for VTS Bell-Ringer

	Excellent	**Emerging**	**Unacceptable**
VTS Bell Ringer /50	- student conducts one (1) VTS on a topic from their unit plan in an interactive, historically accurate, student focused manner -bell ringer is no longer than 5 minutes. **-**student is prepared with all materials -student uploads VTS visual and procedure list to blackboard by due date -student uses hardcopy procedure list during VTS with class -procedure list is numbered with exact questions to be asked during VTS -student asked exact questions during VTS with class -student appears practiced, organized	- student conducts one (1) VTS on a topic not from their unit plan in an interactive, historically accurate, student focused manner **-**student is mostly prepared with all materials -student uploads VTS visual and procedure list to blackboard with approved extension -student has hardcopy procedure list during VTS with class but does not use it -procedure list is not numbered with exact questions to be asked during VTS -student asked some of the exact questions during VTS with class -student mostly appears practiced, organized -student somewhat tells peers (lecture) what the lesson is instead of conducting the VTS -student appears somewhat practiced	-Student does not teach conduct VTS -Student lectures the class about the visual and does not conduct the VTS -information presented is not historically accurate **-**student is not prepared with materials -student does not upload visual or procedure list -student does not appear practiced, is unorganized **-**student does not bring hardcopy procedure list to class to conduct VTS -student does not ask any of the exact questions during the VTS with class

Assignment 5:
Social Studies Unit Plan with Microteaching

DUE:

Section	Due date	Points
Unit Section 1 draft (upload to Blackboard and hardcopy in class)	February 12	complete/incomplete
Draft Lesson 1 draft (upload to Blackboard and hardcopy in class)	February 26	complete/incomplete
Draft Lesson 2 draft (upload to Blackboard and hardcopy in class)	March 11	complete/incomplete
Draft Lesson 3 draft (upload to Blackboard and hardcopy in class)	March 18	complete/incomplete
Draft Lesson 4 draft (upload to Blackboard and hardcopy in class)	March 18	complete/incomplete
Draft Lesson 5 draft (upload to Blackboard)	March 25	complete/incomplete
Microteaching of lesson plan	April 8, 15, 22	50
Unit plan (all 5 sections) uploaded to Blackboard	April 22	350

PURPOSE: The SEED program's purpose is to prepare you to teach social studies. Unit planning is an integral part of teaching. Determining the VDOE SOL, backwards planning a unit plan, determining the components of lesson plans, and implementation all connect to unit planning.

PROCEDURE:
You will individually design a 5-lesson unit of instruction as a way of demonstrating your learning from this course and to gain practice in planning in your subject area. This unit should reflect your responsiveness to diverse learners, effective instructional strategies and assessment, and successful lesson and unit plan design. I challenge you to work hard and thoughtfully on these lessons to achieve a cohesive unit plan that is useful and highlights your learning for the semester. The unit plan assignment consists of: **title/purpose/outline page, an email to your students, 5 lesson plans, a summative assessment and micro teaching of one lesson.** This assignment will be graded using the provided rubric below. **Do not wait until the last minute to complete this assignment – it will show in your final product!!!!!**

There are specific requirements for each section of this unit plan:

SECTION 1: **Title, Purpose,** **Outline**	Write the following on page one, section 1, of your unit: - Your name, our course number, date, course instructor's name - Title of unit (example: Unit on Explorers of the Western Hemisphere) - Grade level 5 lesson topics taught in chronological order - Answer to: Why this unit of instruction is important to student learning?
SECTION 2: **Email** **to your** **students**	You will write an "email" to your students explaining why this unit of instruction is important to their learning experience. The email should have a **salutation** and **closing**. There should be 3 paragraphs, no more than 400 words. You may use bulleted points. Remember your audience – this is written TO students. - The first paragraph will address the unit topic and explain lesson topics covered. (What topic are you teaching?) - The second paragraph will explain why the lessons are important to the student's life and the content area. (Why is it important that your students are learning these lessons?) - The third paragraph will provide **SPECIFIC** ways the student can supplement their learning of the topic outside of the classroom setting. It is **not** enough to write "review your homework" or "read the textbook". Provide at **least 2 SPECIFIC, DETAILED ways the** student can learn more about the lesson topic outside of school. It is important that you provide the link to any websites or addresses to any locations. BE SPECIFC why these websites/locations can supplement the unit. (How can students learn more about these lesson topics outside of our classroom?)
SECTION 3: **Five (5) lessons**	You will create FIVE (5) interdisciplinary, culturally responsive, consecutive social studies lesson plans that focus' on a topic of your liking that is aligned with the newest, most current Virginia Standards of Learning (SOL). You will use the below guidelines and those outlined in the following rubric: - The unit can be focused on either a high school or middle school SOLs. - These lesson plans must be new, independently designed by you and have not been used in other coursework. - You must use the specified unit plan template that includes lesson plan format given (found on Blackboard). - You should assume your class time is ~90 minutes in length for each lesson plan. - You will submit drafts of your lesson plans for feedback to improve your final lesson plans. Each draft is not graded for points. Providing detailed lesson plans will allow for more extensive feedback and result in an improved final unit grade. - All components of the context are completed with detailed responses. - You will create objectives that are measurable. The objectives must follow Bloom's Taxonomy. **The following must be present in the entire unit. You may use 2 or more required items in the same lesson:** **2 different technology sources that a <u>student uses</u> (i.e., WebQuest, smartboard activity, QR find, video, jamboard, etc....)** **3 different graphic organizers** **5 different pieces of reading (poem, song, graphic novel, comic book, novel, a piece of literature, a section of a law, a diary entry, a journal entry, a court document, a letter, a document, etc....)** **3 cooperative learning activity and/or learning stations** **5 primary sources (at <u>least</u> one in each lesson – this can also be a reading).**

	• All lessons plans, primary sources, supplemental material, and student handouts such as graphic organizers must be included in the final written assignment AS ONE UPLOAD TO BLACKBOARD. PowerPoints may be uploaded as additional uploads. • The lessons must be grade/age appropriate and have multiple instructional strategies utilizing multiple types of interdisciplinary learning experiences and be student centered. (E.g., constructivist techniques, cooperative learning, learning stations, literature, technology, etc...) **This means no extended lecturing, short direct instruction is allowed.** • It is acceptable to borrow ideas from sources if you cite the source. ***You must rewrite any lesson activities using your own voice and syntax. You must provide a source for any borrowed material.... even material from your mentor. Failure to do so is considered plagiarism.*** You must provide a reference source for any photograph, video, book, website, etc....This CANNOT be a hyperlink but must be the URL. • Lesson design may include opportunities for students to seek out resources and conduct independent investigations. These research strategies must be explained, and students must be provided with and directed to specific sources not just instructed to "research" and/or "google it"; graphic organizers and student direction handouts will aid in this process. • Write out the questions you will ask students. Teacher directed questions are clearly stated throughout. Teacher questions must be written within the lesson plan. ***EACH reading, video, discussion, graphic organizer, etc....must have 3-5 associated teacher questions***. Avoid questions beginning with "Is", "Do", "Are", "Can" since these questions will only elicit Yes/No student responses. • Your lesson plan must have enough detail that someone can replicate it in a classroom setting. • Lesson evaluations are evidently connected to lesson objectives. Lesson evaluations must be clearly connected to lesson objectives and overall unit theme. Each lesson must have an evaluation that will indicate that the student met the lesson objectives. How will you know the student learned what you were teaching? These evaluations can be written response to the essential question, a student created poem or comic strip, a dramatic art strategy, etc.... • The unit plan will address ways to incorporate MLL/Special Education students in the learning process. • Lessons must be factually and historically accurate. • You will create a differentiated chart for MLL, Special education, and advanced students for the entire unit. See unit template for details. • **Do not wait until the last minute to complete this assignment – it will show in your final product!!!!!** • **As you create each lesson ask yourself: Why is this important?**
SECTION 4: Summative Assessment for the Unit plan	This assignment will have you create a summative assessment (summarizes student's learning) for the five lesson plans in your unit plan. Think of a project here. • Students will create a product for you (as their teacher) to assess their knowledge of the unit topic OUTSIDE of the 5 lesson plans. • You will create a handout that you would provide to your students that has a proper heading and explains the goals, the directions, needed materials, timeframe, and expectations of the project. • The handout will also have a rubric you created to assess the project and grade student's performance on the assessment. • Blackboard has student exemplars of summative assessment handouts. • You will NOT actually create the project.
Lesson plan Micro-teaching Presentation	You will **TEACH** an interactive segment of your lesson plan to our class that focuses on one lesson plan. • You will BRIEFLY explain the unit topic and one sentence on each lesson topic (1 minute). • You will teach a segment of ONE lesson from the unit to the class. • Your main objective will be to have the class **participate** in ONE lesson activity. The lesson may begin with your bell ringer and progress until you reach your time limit OR you may begin with the procedure section of your lesson and continue until you reach your time limit. • Microteaching will be ___ minutes in length (length is determine on number of students in the course).

Rubric for Unit Plan

	Excellent	Emerging	Unacceptable
SECTION 1: Title, Purpose, Outline /20	on page one of unit: Your name, our course number, date, course instructor's name Title of unit Grade level 5 lesson topics taught in chronological order Answer to: Why this unit of instruction is important to student learning?	Missing 1 of these components on page one of unit: - name, course number, date, course instructor's name -Title of unit -Grade level Somewhat answers: Answer to: Why this unit of instruction is important to student learning?	-Missing title and purpose -Missing 2 or more of these components on page one of unit: - name, course number, date, course instructor's name -Title of unit -Grade level Fails to answer: Why this unit of instruction is important to student learning?
SECTION 2: Email to your students /30	-email explains why the unit is relevant to the student's learning experience -has a salutation and closing. -explains unit topic and lessons covered -explains why the unit of study is important -provides 2 SPECIFIC ways the student can supplement her/his own learning OUTSIDE of the classroom experience	-email is partly vague in nature. -only partly explains the unit or the importance of the unit of study. -partly provides SPECIFIC ways the student can supplement her/his own learning. -provides 1 specific way the student can supplement her/his own learning OUTSIDE of the classroom experience	-email is missing - does not explain the unit or the importance of the unit of study. -does not provide SPECIFIC ways the student can supplement her/his own learning. email does not focus on any of the required topics -email is missing ___ components of the required components -does not provide specific ways the student can supplement her/his own learning OUTSIDE of the classroom experience
SECTION 3: Five (5) lessons /225	-EACH LESSON HAS AT LEAST 1 PRIMARY SOURCE -there are FIVE (5) interdisciplinary, culturally responsive, consecutive lesson plans focused on the student's content area that incorporates	-there are FIVE (5) mostly interdisciplinary, culturally responsive, consecutive lesson plans focused on the student's content area that incorporates ONE unit of study	-LESSONS ARE MISSING PRIMARY SOURCES -there are NOT FIVE (5) interdisciplinary, culturally responsive, consecutive lesson plans focused on the student's content area that incorporates ONE unit of study that is aligned

ONE unit of study that is aligned with the newest, most current Virginia Standards of Learning (SOL). -completed individually by the graded student. **-** All components of the context are completed with detailed responses -the specified unit plan template and lesson plan format was followed -lesson objectives follow Bloom's Taxonomy; each objective is met through the various lesson plan components. -each lesson plan follows the time constraint of ~90 minutes in length. -student submitted all completed drafts of lesson plans for feedback by due date -all lessons plans, primary sources, supplemental material, and student handouts were included and attached to the correct, associated lesson plan -all sources (lessons, photograph, video, book, website, etc....) were cited using appropriate, correct URL and not hyperlinked -any borrowed material was rewritten in student's voice and syntax. - there were at least: 2 different technology sources that a **STUDENT USES** (i.e., a WebQuest, smartboard activity, QR find, video, jamboard, etc....), 3 different graphic organizers, 2 different pieces of literature (poem, song, graphic novel, comic book, novel, passage from a piece of literature, etc....), 3 cooperative learning activity and/or learning stations, 5 pieces of supplemental material (at least one in each lesson). -lessons are grade/age appropriate and have multiple instructional strategies utilizing multiple types of interdisciplinary learning experiences and be student centered. (E.g., constructivist techniques, cooperative learning, learning stations, literature, technology, etc...) -No Lecturing! -opportunities for students to seek out resources and conduct independent investigations. -Research strategies are explained, and students are provided with and directed to specific sources and not just instructed to "research" and/or "google it". -teacher directed questions are clearly stated throughout. -teacher questions are written within the lesson plan. -Any reading, video, discussion, graphic organizer, etc... has 3-5 associated teacher questions. -Avoids questions beginning with "Is", "Do", "Are", "Can" -lessons are clearly connected to each other and the unit topic. . -lesson plans have enough detail that another person can replicate it in a classroom setting -evaluations are clearly connected to lesson objectives and overall unit theme **-unit** address ways to incorporate MLL/Special Education students in the learning process. **-**all worksheets, graphic organizers, handouts, and assessments are visually included in the lesson plans. -Only appropriate video clips are used. -lessons are factually accurate. -lessons are new, not used in other coursework -differentiation of instruction chart complete in unit template with all components explained.	that is aligned with the newest, most current Virginia Standards of Learning (SOL). **-** the specified unit plan template and lesson plan format was mostly followed - All components of the context are completed with mostly detailed responses -___ template components were not completed -most lesson objectives follow Bloom's Taxonomy; each objective is mostly met through the various lesson plan components. -each lesson mostly follows the time constraint of ~90 minutes in length -- student submitted ___ completed drafts of lesson plans for feedback by due date -lessons plans, primary sources, supplemental material, and student handouts were missing____ items and attached to the correct, associated lesson plan -____ sources (lessons, photograph, video, book, website, etc....) were not cited using appropriate, correct URL and not hyperlinked -lessons are mostly grade/age appropriate and mostly have multiple instructional strategies utilizing multiple types of interdisciplinary learning experiences and be student centered. (E.g., constructivist techniques, cooperative learning, learning stations, literature, technology, etc...) -there is some lecturing! -opportunities for students to seek out resources and conduct independent investigations are somewhat provided. -research strategies are somewhat explained, and students are somewhat provided with and directed to specific sources -teacher directed questions are mostly stated throughout. -teacher questions are mostly written within the lesson plan. -Any, reading, video, discussion, graphic organizer, etc...mostly have associated teacher questions. -Mostly avoids questions beginning with "Is", "Do", "Are", "Can" -lessons are mostly connected to each other and the unit topic. -lesson plans mostly have enough detail that another person can replicate it in a classroom setting -evaluations are mostly connected to lesson objectives and overall unit theme **-unit** mostly address ways to incorporate MLL/Special Education students in the learning process. **-**most worksheets, graphic organizers, handouts, and assessments are visually included in the lesson plans. -Only appropriate video clips are used. - differentiation of instruction chart mostly complete in unit template with most components explained.	with the newest, most current Virginia Standards of Learning (SOL). -not completed individually by the graded student. **-** the specified unit plan template and lesson plan format was not followed **-** The context is not completed with detailed responses or the context is incomplete or missing -lesson objectives do not follow Bloom's Taxonomy and each objective is not met through the various lesson plan components. -each lesson does not follow the time constraint of ~90 minutes in length -student submitted ___ completed drafts of lesson plans for feedback by due date -lessons plans, primary sources, supplemental material, and student handouts were missing____ items and not attached to the correct, associated lesson plan -all sources (lessons, photograph, video, book, website, etc....) were not cited using appropriate, correct URL and were hyperlinked -any borrowed material was not rewritten in student's voice and syntax. -throughout the unit's lessons there are not: 2 different technology sources that a **STUDENT USES** (i.e., a WebQuest, smartboard activity, QR find, video, jamboard, etc....), 3 different graphic organizers, 2 different pieces of literature (poem, song, graphic novel, comic book, novel, passage from a piece of literature, etc....), 3 cooperative learning activity and/or learning stations, 5 pieces of supplemental material (at least one in each lesson). -lessons are not grade/age appropriate and do not have multiple instructional strategies utilizing multiple types of interdisciplinary learning experiences and be student centered. (E.g., constructivist techniques, cooperative learning, learning stations, literature, technology, etc...) -there is a lot of lecturing! -there are no opportunities for students to seek out resources and conduct independent investigations. -research strategies are not explained, and students are not provided with and directed to specific sources -teacher directed questions are not stated throughout. -teacher questions are not written within the lesson plan. - reading, video, discussion, graphic organizer, etc...do not have 3-5 associated teacher questions. -questions begin with "Is", "Do", "Are", "Can" -lessons are not connected to each other and the unit topic. -lesson plans do not have enough detail that another person can replicate it in a classroom setting -evaluations are not connected to lesson objectives and overall unit theme **-unit** does not address ways to incorporate MLL/Special Education students in the learning process. **-**all/_____worksheets, graphic organizers, handouts, and assessments are not included in the lesson plans. -inappropriate video clips are used/whole movie is used -lessons are not factually accurate.

	-students does submits drafts of lessons plans on time with detailed lesson plans and all relevant material	-Student submits drafts of lesson plans late with permission or submits lessons plans that contain detail and supplemental material	-lessons are not new, were used in other coursework - differentiation of instruction chart not complete or minimally completed in unit template with little explanation. -Student does not submit drafts of lesson plans or submits drafts after due dates or does not submit enough materials to provide adequate feedback
SECTION 4: Summative Assessment for the Unit plan **/40**	-summative assessment is created -a handout is created for student consumption with a proper heading (name, course, quarter) -clearly explains the goals, directions, needed materials, timeframe, and expectations of the project. -handout includes a specific rubric correlated to the project to assess the project and grade student's performance on the assessment. -clear, concise language is used -summative assessment is "project like" assessment -Students will create a product for you (as their teacher) to assess their knowledge of the unit topic OUTSIDE of the 5 lesson plans.	-summative assessment is mostly created -a handout is created for student consumption with most of the components of a proper heading (name, course, quarter) -mostly explains the goals, directions, needed materials, timeframe, and expectations of the project with some unclear areas -handout includes a rubric mostly correlated to the project to assess the project and grade student's performance on the assessment. -mostly clear, concise language is used	-summative assessment is not created -a handout does not have a proper heading -no student handout explaining summative assessment -does not explain the goals, directions, needed materials, timeframe, and expectations of the project. -rubric is general and not correlated to this specific project -does not assess the student's performance on the assessment. -language is unclear -assessment is a written paper or other non-project like assessment
Lesson plan Micro-teaching Presentation **/50**	-presentation is no more than ___ minutes in length. -student BRIEFLY explains unit (one sentence for each lesson). -presents an interactive, accurate activity -engages classmates in activity. -prepared for presentation -student is **professional** in appearance -student acts appropriately during classmates' presentations	-fails to BRIEFLY explain unit -presents an activity that is utilized during a lesson, but the activity is not interactive. - inaccurate information presented -fails to engage classmates in activity. -is not prepared for presentation - student is NOT **professional** in appearance	Does not present. *(this is an automatic 50-point deduction)*
Quality And commitment **/35**	-completed drafts submitted on time format and writing are of professional quality (double spaced, error free, well composed and articulated, overall quality work). -professional quality (portfolio quality) -organized -lesson plan format is followed -draft lessons were uploaded to Blackboard on time -final unit plan was uploaded to Blackboard on time -The email, 5 lessons with supplemental material, and summative assessment are uploaded to Blackboard as ONE word document	-drafts submitted somewhat incomplete -drafts submitted late format and writing flow well and are easy to read with only minor typos and mistakes. -somewhat professional -some unorganized areas -lesson plan format is missing _____ component on _____ lessons	-drafts not submitted -drafts submitted incomplete format and writing are incomplete, disorganized, unedited, and/or difficult to follow. -not professional looking -not organized -sloppy -lesson plan format is not followed -submitted past the deadline -The email, 5 lessons with supplemental material, and summative assessment are NOT uploaded to Blackboard as ONE word document

DUE: April 29
POINTS: 50

PURPOSE: You have planned, taught your unit plan. Every effective teacher must also assess the planning and teaching process to improve their teaching praxis. This assignment challenges you to use introspection to evaluate your unit plan and micro teaching in a reflective manner.

PROCEDURE:
Write a 300-word essay reflecting on your unit plan (including the student email and summative assessment) and your micro-teaching experience. Use the below questions to help guide your reflection:

- In what ways did your micro-teaching go, or not go, according to plan? What surprises did you encounter during your micro-teaching?
- What did you learn about yourself as a teacher?
- What were your strengths during your unit planning process?
- If you were to teach and/or design this unit again, what would you do differently?
- What knowledge, skills or disposition do you want to target for your own future development to improve your ability to teach Social Studies?
- How has this unit plan helped you learn about the process of teaching?
- Describe a professional learning goal that emerged from your insights and experiences with the entire unit planning and micro-teaching experience.

Rubric for Refection

Reflection /50	- Reflection includes appropriate and varied descriptions that carefully address the prompts. -Reflection answers contain detail and thought -Format and writing are of professional quality -Submits by due data	-Written reflection is not within the page limits -Reflection prompts are broadly addressed and generally detailed -Addresses most reflection questions mostly with detail and thought -Format and writing are mostly professional quality with minor errors. Submits by due date	-Written reflection is not within the page limits Reflection is vague, off-topic, or incomplete. -Fails to address reflection questions with detail and thought -Format and writing do not demonstrate professional quality due to multiple errors -Does not submit reflection when due -Does not submit reflection

Assignment 7:
Clinical Experience hours with classroom roundtable discussion with artifact

DUE: Artifact/discussion: April 29   **Clinical Experience Hours Activities Log for SEED 667** with co-teaching strategies: April 29
POINTS: 150

PURPOSE: You are **required** to *observe and participate in* a secondary social studies classroom. Your clinical experience objectives are: observe the role of the teacher, to assess one's potential to assume the responsibilities of a teacher; evaluate the implementation of a secondary school's curriculum; and research the array and availability of resources/materials/technology used. *Current classroom teachers: You may not observe yourself; you must complete all of the requirements for this assignment regardless of your position*.

PROCEDURE:
1. **Clinical experience assigned:** The SEED program will match you with a mentor in a SEED partner school. Respond to SEED and teacher track communications regarding clinical experiences in a timely manner to ensure you are placed quickly and efficiently.
2. **Participate in Clinical Experience:** You are required to participate in **30 hours of clinical experience**. You will document these hours using: **Clinical Experience Hours Activities Log for SEED 667** located on Blackboard**.** Complete this form in detail with specific references each time you observe and participate in your clinical experience. Specific directions are on the form.
3. **OPTIONAL:** Complete 5 hours of clinical experience at Junior Achievement's Finance Park https://www.myja.org/financepark located at 4099 Pickett Road, Fairfax, VA. Choose a day to volunteer from 8:30-2 using this link: http://jagwcv.jagw.volunteerhub.com/ Bring a lunch and your government issued photo ID to check in. You will assist students as they navigate a budgeting simulation; training is included. To learn more: https://www.youtube.com/watch?v=71tAtQGmOUc. You will receive a letter of thanks after volunteering. Submit the letter with your Clinical Experience Hours Log.
4. **OPTIONAL:** Complete the 8 hours of your clinical experience, is to volunteer to be a Virginia History Day (VHD: Virginia History Day | Virginia Museum of History & Culture) Judge. The VHD District 5 Contest (NOVA) takes place on Saturday, March 2nd at West Springfield High in Fairfax County. The requirement of participation is to complete an online training prior to March 2nd (approximately 2 hours) and judge for the entire day on March 2nd (approximately 6-8 hours). For more information about VHD visit: To sign up to be a judge: Become a VHD Judge | Virginia Museum of History & Culture (virginiahistory.org) You MUST email me that you plan to participate by January 31st.
5. **Retrieve 2 classroom artifacts:** Bring 2 classroom artifacts from your **clinical experience** to class. The artifact can be any item you observe while in placement, such as a student's work, a picture of notes on the board, a graphic organizer, etc....(all student names must be blacked out). The item must be physically brought to class to share with your peers. You must be reflective in your peer sharing and discussion. Suggested discussion questions are: Describe the classroom as a learning environment; In what ways did you participate in the class?; Briefly describe both artifacts; Describe how each artifact was used in the classroom setting.; What is your assessment of each artifact?; How did each artifact connect to the lesson's objectives?; Assess the effectiveness of each artifact.; What would you have done the same/differently using the artifact if you were the classroom teacher?
6. **Engage in two (2) co-teaching activities:** You will engage with your mentor teaching in two co-teaching activities during your clinical experience. We will review co-teaching strategies in class. You will discuss these co-teaching strategies with your mentor and decide how you will co-teach 2 lessons during a pre-determined clinical experience date/time. You will document these experiences on your <mark>Clinical Experience Hours Activities Log for SEED 667</mark> **– follow the instructions on the form and include DETAILS of your co-teaching experience.**
7. **Complete the disposition self-assessment**: You will complete a self-assessment of your professional dispositions in the during the semester in VIA. For more information please see: https://cehd.gmu.edu/epo/candidate-dispositions

Rubric for Clinical Experiences

	Excellent	Emerging	Unacceptable
Record of hours and signed forms /50	-record of 30 required hours of clinical exp. -used the appropriate form to document hours. -submitted mentor signed record -description of experience is completed with detail on Clinical Experience Hours Activities Log for SEED 667 as indicted in the directions on the form	-did not complete Clinical Experience Hours Activities Log for SEED 667 with detail, information is cursory and does not follow the provided instructions on the form	-no record of 30 required hours of clinical exp. -did not use the appropriate form. -hours completed late -did not complete Clinical Experience Hours Activities Log for SEED 667 or no mentor signature on record.= Automatic failure of course -did not complete Clinical Experience Hours Activities Log for SEED 667 by not following the provided instructions on the form
Participation in class discussion of placement and artifact /30	- artifacts (2) brought to class -student is prepared for group discussion and participates in discussion of clinical experiences using assignment questions, which is demonstrated in their conversation responses on assigned date -discussion responses are thoughtful, reflective while listening and reflecting on peers' comments in a thoughtful, respective manner	- artifact (1) brought to class -student is mostly prepared for group discussion and participates in discussion of clinical experiences using most assignment questions, which is demonstrated in their conversation responses on assigned date	-did not bring artifact to class -did not participated in the group discussion of the clinical experience and artifact -was not focused on the given questions. -could not participate because clinical hours had not been completed -student is not prepared for group discussion and/or participates in discussion of clinical experiences using assignment questions, which is demonstrated in their lack responses on assigned date -discussion responses are not thoughtful or reflective while listening and reflecting on peers' comments
Co-teaching strategies /50	-participated in 2 co-teaching activities -provided detailed description regarding co-teaching	-participated in 1 co-teaching activity -co-teaching description is cursory	-did not participate in co-teaching activity -did not provide description of co-teaching
Completion of disposition 0/20	Complete professional dispositions at midterm and end of semester on VIA		Fails to complete professional dispositions at midterm and end of semester on VIA= Automatic failure of course -needed numerous reminders to complete

See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule
Note: The course schedule provides a tentative outline for the course. Faculty reserves the right to alter the schedule as necessary, with notification to students. All readings are posted to Blackboard (Bb). Other smaller tasks may be assigned in addition to what is noted.

Class Date	Class Topic and Activities	Reading/Assignment Due All assignments are due on blackboard at 4:30 on the date listed, unless otherwise noted
Week 1 **January 22**	**Introduction to course** Review of the Syllabus	

Week 2
January 29
	Planning for Instruction
	C3 Framework
	Standards of Learning
	
	Teach it to us: Machiavelli and the Renaissance
	Lesson Planning with Blooms
	
	Unit planning
		Assignment Due: Professional Development of a Social Studies Educator (WebQuest and membership) uploaded in the appropriate assignment in Blackboard
		
		Reading Due: Singer Text: chapter 3 and 8
		
		Bring to class:
		   o 2 Unit Topic Ideas (examine VDOE SOL for ideas)
		   o **Detailed** directions to make a peanut butter and jelly sandwich (handwritten or typed)

Week 3 **February 5**	**World History Explored** Exploring world history Introduction to Dramatic arts Introduction to graphic novels	**Assignment Due:** O PowerPoint on Mali Salt and Gold Trade (located on Blackboard). Read through the PowerPoint – be prepared to discuss. Follow the directions on the PowerPoint to create 3 lesson objectives and an essential question based on the PowerPoint content. Bring the objectives and essential question to class. O Bring 2 hard copies of your selected VDOE SOL curriculum framework page(s) for your proposed unit plan. **Reading Due:** Singer Text: chapter 6 and 7
Week 4 **February 12**	**World History Explored Part II** Exploring Primary Sources Implementing Visual Thinking Strategies (VTS) Discovering Document Based Questions (DBQ) Graphic Novel Literature Circle Discussion Group Meeting	**Assignment Due:** Unit Section 1 draft in the appropriate assignment in Blackboard and hardcopy brought to class – **USE UNIT TEMPLATE** provided in Blackboard **Reading Due:** o Takei, George, Justin Eisinger, Steve Scott, and Harmony Becker. *They Called Us Enemy*. San Diego: Top Shelf Productions, 2020. (this is a graphic novel) o Read article: When the "Picture" Is Not a Picture: Opening a Discussion - Visual Thinking Strategies https://vtshome.org/2019/10/08/when-the-picture-is-not-a-picture-opening-a-discussion/ (vtshome.org) (located on Blackboard or through this link)
Week 5 **February 19**	**Electives in Social Studies** AP, IB, and Dual Enrollment explained Electives explored: Sociology, Psychology, Economics, Law Graphic Novel Museum Walk Workshop on Unit Plan Outline	**Assignment Due:** o Graphic Novel Literature Creation uploaded in the appropriate assignment in Blackboard and hardcopy brought to class o Flip for Graphic Novel completed on Flip – see Graphic Novel assignment on Blackboard for specifics o Elements of the story graphic organizer uploaded in the appropriate assignment in Blackboard **Reading Due:** o Ten Things Consider When Teaching APUS History Article (located on Blackboard) o Singer Text: chapter 9 **Watch Video:** o Video of Mr. Page's 12th gradeSocial Studies lesson on "Economic Dilemmas and Solutions" (https://www.learner.org/series/social-studies-in-action-a-teaching-practices-library-k-12/economic-dilemmas-and-solutions/) (through this link) **Complete:** o **Sign up for conference on one drive form provided via Blackboard announcement.** o **Sign up for Microteaching date on one drive form provided via Blackboard announcement.**

Week 6 **February 26**	**Government Curriculum: Town Halls** **Assessment Examined: Summative Assessments**	**Assignment Due:** Lesson plan 1 draft uploaded in the appropriate assignment in Blackboard and hardcopy brought to class **Reading Due:** ○ Singer Text: chapter 12 ○ Article: Guardians of the past - Using drama to assess learning in American History (**https://www.socialstudies.org/guardians-past-using-drama-assess-learning-american-history** -(use Chrome browser and NCSS membership to access)
March 4	**No class** **Mason Spring Break**	
Week 7 **March 11**	**VTS Bell Ringer Presentations**	**Assignment Due:** ○ VTS Bell Ringer visual and procedure list uploaded in the appropriate assignment in Blackboard ○ VTS Bell Ringer presentations in class ○ ==*Dispositions Assessment (VIA) on VIA – this is a completion grade*== ○ Lesson plan 2 draft uploaded in the appropriate assignment in Blackboard and hardcopy brought to class
Week 8 **March 18**	**Teaching controversial and sensitive topics** African American Experience Working in a CLT	**Assignment Due:** Lesson Plan 3 and 4 Draft uploaded in the appropriate assignments in Blackboard and hardcopy of each lesson brought to class **Watch**: Issues in Social Studies: Dealing With Controversial Issues - Annenberg Learner (https://www.learner.org/series/social-studies-in-action-a-teaching-practices-library-k-12/dealing-with-controversial-issues/) **Reading Due:** ○ Southlake school leader tells teachers to balance Holocaust books with 'opposing' views (nbcnews.com) (located on Blackboard and through this link) ○ Article: Hear My Voice! Teaching Difficult Subjects (located on Blackboard) ○ Article: How Can Educators Prepare for Teaching Controversial Issues (located on Blackboard)
Week 9 **March 25**	**Individual Conferences via Zoom** Attend individual conferences; be prepared with questions	**Assignment Due:** Lesson Plan 5 Draft uploaded in the appropriate assignment in Blackboard
Week 10 **April 1**	**Collaboration** Jigsaw and Stations CLT work	
Week 11 April 8	**Lesson Plan Microteaching**	**Assignment Due:** Microteaching lesson materials for class
Week 12 **April 15**	**Lesson Plan Microteaching**	**Assignment Due:** Microteaching lesson materials for class
Week 13 **April 22**	**Lesson plan Microteaching**	**Assignment Due:** ○ Microteaching lesson materials for class ○ Social Studies UNIT Plan with all components – uploaded to Blackboard as ONE document; PowerPoints may be uploaded as separate documents. ○ uploaded in the appropriate assignment in Blackboard and hardcopy brought to class
Week 14 **April 29**	**Reflection** Clinical experience discussion Reflecting onThe Semester Planning Next Steps	**Assignment Due:** ○ Unit Plan Reflection uploaded in the appropriate assignment in Blackboard. ○ Clinical Experience with hours, artifact, and classroom roundtable discussion uploaded in the appropriate assignment in Blackboard. ○ Student Evaluations of Teaching: The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Toward the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted.

VIA Performance-Based Assessment Submission Requirement

Every student registered for any Secondary Education course with a required VIA performance-based assessment(s) (designated as such in the syllabus) is required to submit this/these assessment(s) to VIA through 'Assessments' in Blackboard (regardless of whether a course is an elective, a one-time course or

part of an undergraduate minor). For SEED 667, these assessments include the following items: *Unit Plan *Self-Assessment of Dispositions. A student's grade cannot be posted unless all of items have been completed/submitted.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.
For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

Expectations and Protocols

Below are class protocols which govern our time together, whether during in person or during online instruction.

Written Assignments:
- Written assignments are to be submitted on Blackboard by the due date at the start of class. Blackboard time stamps all submitted work.
- Written assignment rubrics indicate "format and writing are of professional quality". This refers to the assignment being an overall piece of quality work that is: grammatically correct with no errors; well composed and articulated; typed with 12-point font, double-spaced, and one-inch margins; contains appropriate diction and usage such as "students" instead of "kids"; appropriate usage of homonyms (i.e. there/their/they're); and is PROOFREAD. Work not proofread, or that has extensive grammatical errors, will not be graded and you will be advised to revise the assignment.
- All work should be your own and original. Copyright law is to be respected in all assignments. **Any item taken from another source (the internet, classroom teacher, or a curriculum guide) must be noted and cited**. Incorporating an idea or using another's material and not indicating the source is PLAGIARISM. GMU and I support strong academic integrity. Please note that: "Plagiarism encompasses the following:
  1) Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
  2) Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment." (from Mason Honor Code online at https://catalog.gmu.edu/policies/honor-code-system/)
  3) Paraphrasing involves taking someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source using APA format.
  4) When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
  5) Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
  6) Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.
- **Assignments will not be accepted after the due date. Any assignment, except the final Unit Plan, may be RESUBMITTED for an improved grade WITH PRIOR PERMISSION. All re-written assignments MUST be submitted by April 8th – without exception.**

Protocol and Expectations:
- Internet, mobile devices, and social media: While in class your attention should be focused on class related activities and discussion. The legitimate educational purpose of our class is to help prepare you for your professional career. This includes demonstrating courtesy and respect for your peers and myself by practicing and modeling the effective use of technology. Your attention in class is important for your learning. Your participation grade will be reduced accordingly for failing to follow these guidelines:
- Laptop Computers, Netbooks, Handheld Tablets Use
  o Engaging in personal emails, instant messaging, texting, social media, games, and web surfing are not appropriate during class time.
  o Unless you are using your device for notetaking, your laptops or other device should be off or in sleep mode until we are ready to use them.
  o Demonstrate ethical and responsible behavior during class and on the GMU network.
  o When in class, spend time only on the tasks associated with this course and the instructor's directions.
  o In general, use your laptops and other devices in class as you would expect your students to use theirs.
  o **Online synchronous classes: Students must maintain webcam "on" status**

Note regarding Artificial Intelligence Tool:
CEHD statement: Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.
When explicitly stated by the instructor, Generative-AI tools are allowed on the named assignment. Students will be directed if and when citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy. All academic integrity violations will be reported to the office of Academic Integrity. Some student work may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be revealed when the assignment directions are provided to students.
Dr. Herrera's statement: We have multiple writing assignments in this class. Because the act of composing a response in your own words increases your learning, **it is important that you complete the task yourself, rather use on an artificial intelligence (AI) tool.** Completing these writing assignments yourself will help strengthen your performance in this class on later assignments and activities, as well as help you develop professionally and succeed in your career goals. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses. **Therefore, AI tools are NOT allowed for any assignment in this course.**

SEED Program "Seeds"

As illustrated by the model above, the SEED program is guided by five "Seeds" or principles that students are expected to understand and learn to apply in their teaching and professional lives: Social Justice, Inquiry and Reflection, Advocacy and Agency, Partnership and Collaboration, and Respect and Relationship. SEED students address each Seed in a developmental fashion, twice during their licensure program and once again during the master's teacher research capstone experience:
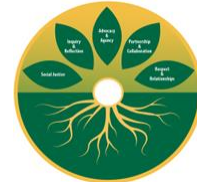
- Each Seed is introduced and students demonstrate initial understandings and consider initial applications to teaching of the Seeds (as determined by the program, the course instructor, and individual students) during one of the five pre-licensure courses (Foundations, Methods I, Human Development, Methods II, Content Literacy)
- All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds (in a manner they determine) during internship and internship seminar
- All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)

Course	Seed/Definition	Key Assignment Description
Foundations of Secondary Education	**Advocacy and Agency** The SEED program educates teachers to develop a commitment to advocating for and developing agency in every young person. Teachers' advocacy activities begin with pedagogical interactions and extend into school and community contexts. Similarly, teachers' consideration of youths' agency begins with enabling them to act independently and make choices in their own best interests—in the classroom and beyond.	Teacher Candidate Digital Portfolio This digital portfolio is a website the teacher candidate creates to begin assembling products and artifacts that illustrate their emerging philosophy of teaching, experiences designing instructional materials, interviews and reflections from clinical experiences, and professional documents such as resumes and work experience. Pieces that teacher candidates add to the digital portfolio demonstrate their agency as educators inside and outside of classrooms, candidates' advocacy of critical issues relevant to secondary education, and candidates' thinking on how educators, their learners, policy makers, and community members all have different agency in making choices related to secondary education. ***Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.***
Methods I	**Social Justice** The SEED program educates teachers to develop a commitment to social justice. Such a commitment encompasses the belief that all members of our school, university, and broader communities can contribute to disrupting inequitable interactions, practices, and structures, with a focus on enhancing each individual's opportunity to learn and succeed. Social justice is also closely aligned with "equity," which involves the implementation of anti-oppressive and antiracist interactions, practices, and structures that ensure that every individual has an unbiased, impartial, responsive, and appropriately scaffolded opportunity for academic and professional success.	**Lesson Plan** Using a provided format, the lesson plan must include objectives, standards, instructional plans, assessments, classroom layout(s), a teacher script, and all materials that would be given to students as part of the lesson. The lesson must demonstrate the teacher candidate's ability to integrate justice concepts/content into their instruction. ***Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.***
Human Development and Learning	**Relationships with and Respect for Youth** The SEED program educates teachers to develop relationships with and respect for youths. When a school culture promotes respect, support for students' identities, senses of belonging, and tolerance, students are able to work as active participants in the classroom and the community. Secondary teachers who create a welcoming environment in their classrooms; who strive to know and honor students' backgrounds, preferences, and perspectives; who build relationships with young people based on trust and mutual understanding; and who connect curriculum to students' cultures hold key to effective instruction. Their instruction will contribute to developing unique individuals who will be able to connect their life experiences to learning.	**Case Study/Student Application Project** The case study/student application project is a summative assessment of the teacher candidate's ability to use psychological theory to analyze problems in a classroom and practice approaches a thoughtful, ethically principled teacher would use to solve problems. The case study/student applicant project must demonstrate the teacher candidate's understanding of how and why teachers can use psychological theories and principles to develop relationships with and demonstrate respect for youths, with an ultimate goal of enhancing adolescents' school and life success. ***Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.***
Methods II	**Inquiry and Reflection** The SEED program educates teachers who appreciate and know how to ask questions about their practices and who are critically reflective of their pedagogies, empowered by evidence. The ability to inquire and reflect on one's teaching practice is foundational to educators' ongoing and self-directed professional growth across their professional lifespans. Educators who can inquire into and consistently implement effective instructional practices--and who can critically reflect on and evaluate their pedagogies--will be the most responsive teachers and will best inspire students to learn.	**Unit Plan/Lesson Implementation** Teacher candidates will use the "backwards design" process to develop a plan for teaching a unit which actively involves students in meaningful learning; individualizes learning to accommodate the strengths and needs of students; and provides authentic assessments. Unit plans will include objectives, a calendar, and an outline of each day in the unit. One lesson of the unit must be taught/co-taught in the teacher candidate's clinical experience classroom, and the unit plan and lesson implementation must demonstrate the candidate's understanding of how and why teachers use inquiry and reflection to improve their pedagogical practices and enhance student learning. ***Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.***
Content Literacy	**Collaboration and Partnership** The SEED program educates teachers who value collaborative engagement in learning and teaching and supporting collaboration through different forms of partnership. Collaboration takes on many forms, including collaboration amongst teacher candidates and their peers, course instructors and faculty advisors, mentor teachers in schools, their students and their students' families and caregivers, and amongst experts in their fields of teaching. These collaborations occur through a shared understanding of partnership. By spanning multiple boundaries, the SEED program supports partnerships with local schools and their divisions, with state and national professional associations, and with international experiences in other countries.	**Disciplinary Literacy Inquiry Project** Teacher candidates complete an inquiry into methods of supporting students' comprehension in their respective content areas. Using resources from class and peer-reviewed articles, candidates develop an understanding of how to guide and deepen students' comprehension, addressing questions including "Why is it important to be literate in our respective subject areas?". The inquiry project must demonstrate the candidate's understanding of how and why teachers collaborate with other education professionals, students, families and caregivers and others to support students' subject area comprehension and literacy learning. ***Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.***

Internship and Internship Seminar	**All SEED Seeds: Applications to Teaching** All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds during internship and internship seminar.
Teacher Research (for Master's students only)	**All SEED Seeds: Applications to Teaching and Teaching Inquiries** All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)